

DOCUMENT RESUME

ED 264 890

IR 051 400

TITLE School Library Resources Program. Final Report, 1984-1985.

INSTITUTION District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE Sep 85

NOTE 55p.; For the 1983-1984 report, see ED 257 474.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Educational Resources; Elementary Secondary Education; Input Output Analysis; Instructional Films; *Learning Resources Centers; Library Automation; Library Services; Media Specialists; Program Descriptions; Program Evaluation; Questionnaires; *Resource Materials; *School Libraries

IDENTIFIERS *District of Columbia; Education Consolidation Improvement Act Chapter 2; *Planning Monitoring Implementation Model

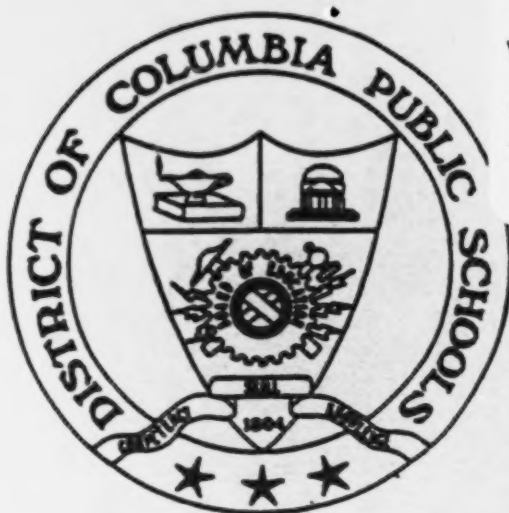
ABSTRACT

The purpose of the School Library Resources Program was to provide direct support to local public and non-public schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional program. There were two major emphases in the 3-year old program during the 1984-85 year. The first was to establish further use of the High Tech Science and Mathematics Information Banks that were established in 1983-84. The second emphasis was on the planning and implementation of a videotape instructional television library service in identified library media centers. This evaluation followed the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making developed by the Division of Quality Assurance, District of Columbia Public Schools. This final report includes interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each major objective; summaries of the agreements and discrepancies for each objective; and general conclusions. Appendices include: the Evaluation Model Schema; the Library-Media Specialist Evaluation Questionnaires; the Teacher Evaluation Questionnaire Results of High-Tech Banks; sample descriptions of high-tech banks; and Library-Media Specialists Questionnaire Results of Instructional Television Library Service. (THC)

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SCHOOL LIBRARY RESOURCES PROGRAM

FINAL EVALUATION REPORT

E.C.I.A CHAPTER 2

SEPTEMBER 1985

**FLORETTA D. Mc KENZIE
SUPERINTENDENT OF SCHOOLS**

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

SCHOOL LIBRARY RESOURCES PROGRAM

FINAL REPORT

1984-1985

Prepared by

Division of Quality Assurance

1984-1985

SCHOOL LIBRARY RESOURCES PROGRAM

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SUMMARY AND FINDINGS

Title

School Library Resources

Project Coordinator

Marie Harris

Project Location

Wilkinson Elementary School
Pomeroy Road and Erie Street, S.E.
Washington, D.C.

Background

Before the Educational Consolidation Improvement Act (ECIA) Chapter 2 was established in 1982, Federal funding for improvement of libraries was provided (since 1965) under the Elementary and Secondary Education Act, originally Title II and amended in 1978 to Title IV-B. During the 1982-83 year, under Chapter 2, the emphasis was on updating the library services and encouraging greater teacher use of the library-media centers. To accomplish these ends, the project provided books and other library-media materials, technical assistance, workshops and inservices, and motivational devices to encourage good use of the centers as well as recognition by schools of their importance. During the 1983-84 year, the emphasis was in two different areas. The first involved a pilot program for computer-managed library-media services. The second emphasis was on the establishment and use of High-Tech Science and Mathematics Information Banks in all school library-media centers. There were also two emphasis during the 1984-85 year. The first was on further establishment and use of High Tech Science and Mathematics Information Banks. The second emphasis was on the planning and initial implementation of a videotape instructional television library service in identified library media-centers.

Description of Project

The purpose of the School Library Resources Program was to provide direct support to local schools in their efforts to maintain high quality library-media resources as a part of their instructional program. The program for computer-managed library-media services was designed to be in four pilot high schools, one in each region to serve as models for future expansion. The seven computer-managed media services being considered were as follows: file maintenance operations, book circulation, records of overdue fines and fees, collection reporting, reading lists, cataloging and bibliographic retrieval, and patron record-keeping. The High-Tech Science and Mathematics Banks were to be established in all schools with suggested materials based on recommendations from teachers, mathematics and science coordinators and library-media specialists. Planning and initial implementing of a videotape television library service in identified schools was to be in place.

Stated Objectives

- A: By June of 1985, through the School Library Resources Program, High-Tech Science and Mathematics Information Banks will have been in use in at least 80% of the library-media centers.
- B: By June of 1985, the School Library Resources Program will have planned and initiated implementation of a video tape/instructional television library service in identified library-media centers.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Library-media specialists were notified by the project coordinator that High-Tech Science and Mathematics Banks were to be established during the 1984-85 school year.
2. Materials for the bank were received but not highlighted by the majority of the library-media specialists. Some compiled and distributed a list of available materials to teachers within the schools and encouraged the use of the bank.
3. Library-media specialists who did encourage use of the bank, and submitted supporting material, demonstrated their creativity in a variety of ways such as setting up displays of the mathematics and science materials within the library-media center.
4. A majority of the library-media specialists (55.6%) indicated that they have a special area in the library for the bank.
5. Almost sixty percent (59.9%) of the teachers were aware of the materials for the bank and 42.5% reported to have used the bank during the 1984-85 school year.
6. Criteria to determine participating schools was established by the project coordinator and project manager for the videotape/instructional television library service component.
7. The project coordinator surveyed participating schools about operating equipment for the service and ordered necessary equipment and software.
8. Due to the late arrival of materials for the videotape/library service, a new plan of action for this service will be developed in the Fall of 1985.

BACKGROUND AND DESCRIPTION

Introduction

Purpose - The purpose of the SCHOOL LIBRARY RESOURCES PROGRAM was to provide direct support to local public and non-public schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional programs.

Need - In order to meet the mission of the D.C. Public Schools of promoting excellence through a strong instructional program, it is necessary for students and teachers to have readily available, sufficient, adequate and up-to-date resources and materials. Such support can be provided through well stocked library media centers, especially in the areas of science and mathematics. Another way is by making use of technological advances such as computers.

History - Title II of the Elementary and Secondary Education Act of 1965 P.L. 89-10, provided grants to states for school library resources, textbooks, and other instructional materials. Report No. 143 submitted to the House of Representatives, 89th Congress, 1st session, by Mr. Powell of the Committee on Education and Labor, contained the following statement:

The Commissioner of Education, commenting on the importance of the school library, subscribed to the view that the school composed chiefly of classrooms is obsolete and that in schools of the future, upward of half of the student's time may be spent in the library, in science laboratories, or in other workrooms where he can search for knowledge, analyze data, reflect upon ideas which he is encountering, and put his hunches and conclusions in writing. (p. 9).

In the Education Amendments of 1978, H.R.15, P.L. 93-380, Title IV of the Elementary and Secondary Education Act consolidated former educational programs into two parts: Library and Learning Resources (Part B) and Educational Innovation and Support (Part C). Title IV-B in the District of Columbia was administered treating each of the regions as a local education agency (L.E.A.).

In October 1981, The School Media Program in the District of Columbia Guidelines for Its Operation, was completed having been prepared by the Department of Library Science, the Educational Media Center and the District of Columbia Association of School Librarians. Writing teams of school librarians had been organized in January, 1975 to bring together in one publication, guidelines and statements of purpose of the school library's media program in the District of Columbia. Included in the guidelines were a comprehensive five year plan and suggested quantitative standards for media material and equipment.

Supplementary funding for libraries under ESEA Title IV-B ended in 1982 when ESEA was discontinued. However, the School Library Resources Program, in its present form was included by the DCPS in the ECIA Chapter 2 block grant beginning during the 1982-83 school year. During that year the emphasis was on updating the library services and encouraging greater teacher use of the library-media centers. Both of these aims were met during that year.

The emphasis for the program during the 1983-84 school year was on two components. First, computer managed library-media services were planned for use within four pilot senior high school library-media centers. The thrust of these services was to provide an exemplary management model for future library applications in all DCPS library-media centers. The second component, designed to provide "immediate ready reference" information banks for local school personnel, involved the planning and establishment of High-Tech Science and Mathematics Information Banks each objective was partially met, use of services and banks could not be fully implemented due to the late arrival of materials and equipment. Each component however, was successfully planned.

Description of the Project

Target Population - The target population consisted of District of Columbia public and non-public school teachers, public school library-media specialists and their counterparts in non-public schools.

Staffing - During the third year of operation, the only staff member funded by the project was the secretary. However, Library and Media Center directors, librarian-media specialists, subject matter coordinators, teachers and clerical help, paid for with regular budget funds, participated in the program.

Program - The general purpose of the School Library Resources Program in it's third year remained the same - i.e. to help develop and maintain high quality library and media resources. The planning of the High-Tech science and mathematics information banks was done during the 1983-84 school year, thus one emphasis for the current year was on the establishment and use of the banks in at least 80% of the library-media centers within DCPS. This was to be accomplished through highlighting new materials within the library-media centers and encouraging teachers' use of materials. Further implementation involved meetings between library-media specialists and teachers for discussion of the Science and Mathematics Banks.

The second emphasis of the School Library Resources Program during this year involved the planning and initial implementation of a videotape/instructional television library service. A plan of action for the service was to be developed for identified school library-media centers. Purchase orders for necessary video equipment and software were to be prepared. Participants were to receive guidelines and training on the use of the service equipment and acquaint local school populations about the service for its initial use.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND
IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing* (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarized the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

Evaluation Results - Narrative Summary

The results of the evaluation are summarized in this section. Following the narrative are the inputs, processes and outcomes on which this summary is based, presented in the PMI reporting format. Supporting data are in the appendix.

Objective A: By June of 1985, through the School Library Resources Program, High-Tech Science and Mathematics Information Banks will have been in use in at least 80% of the library-media centers.

There were no discrepancies between observed and intended inputs. Personnel inputs included the project manager, coordinator and secretary; library-media specialists in all District of Columbia Public Schools, and principals of participating schools. Other inputs were mathematics and science materials, borrowers' cards for the project, adequate materials and supplies, evaluation questionnaires for library-media specialists and teachers, and space in library-media centers for the banks.

Six of the nine processes showed agreement between the intended and observed items: the coordinator notified the library-media specialists that banks were to be established and in use; library-media specialists indicated that materials were received, completed an evaluation form on the establishment of the banks, compiled and distributed a list of available materials in the banks to teachers, and encouraged and recorded teacher usage of the banks; and teachers completed an evaluation form on their use of the bank. The three discrepancy status process items occurred because many of the library-media specialists had not highlighted new science and mathematics materials in the library-media center, nor did they plan exhibits of the material with teachers. The lack of agendas, which were to be submitted to the project coordinator, caused another discrepancy since they were to outline discussions of the banks between the library-media specialists and teachers. These deficiencies did not allow the outcomes for this objective to be met. Only 13 descriptions of the High-Tech Science and Mathematics Information banks were submitted and/or examined by the evaluation staff. And, even though the majority of the library media specialists noted that teachers used the banks, only small percentages of teachers were aware of its existence and actually used the facility. As a result, according to the data submitted, Objective A was not met.

Objective B: By June of 1985, the School Library Resources Program will have planned and initiated implementation of a video tape/instructional library service in identified library-media centers.

There was agreement between all intended and observed inputs for this objective. In addition to those items in Objective A, included were regional superintendents, principals of the District of Columbia Public Schools, an advisory group of library-media specialists and other school staff, catalogues and other informational material on video software, adequate materials, supplies and space (for workshops, meetings, planning, and in library-media centers for video equipment and software).

Of the 13 intended processes, eight were in agreement with observed items. The project coordinator designed, distributed, and analyzed survey materials to assess which schools had operating equipment for the video-tape television library service. The coordinator, also prepared purchase orders for additional equipment and software. The project manager, along with the coordinator, established the criteria to determine participating schools. The advisory group provided input by recommending software for purchase consistent with established system-wide goals and objectives. A questionnaire was designed by the ECIA Evaluation Unit, with input from the project coordinator, and completed by secondary school library-media specialists. Discrepancies occurred because materials arrived late. Therefore, the project coordinator did not meet with the regional superintendents and principals about the new thrust of the project, guidelines for equipment and materials were not developed, and training workshops were not planned. As a result, the participants could not acquaint the local school population with the available services.

The discrepancy between intended and observed processes prohibited the outcomes for this objective from being met. The videotape/instructional television service was initiated due to the lack of software and guidelines on the use of equipment and materials. A new plan of action will not be developed in September 1985.

Summary

The first objective was concerned with the establishment and use of the High-Tech Science and Mathematics Information Banks in at least 80% of the library-media centers. Since it was not met, it is recommended that descriptions of the bank be submitted by all library-media specialists and that a period of time be determined when new materials can be highlighted and exhibited in library-media centers. In this manner teachers may be more prone to use the materials relating to science and mathematics.

The second objective for this year was not met. The data do not support that videotape/instructional television library service has been implemented in secondary school library-media centers. It is recommended that regional superintendents and principals be informed of the thrust of the project early in the school year to aid in the facilitation of materials to the identified library-media centers. It is further recommended that the development of guidelines and training in the use of equipment for the library-media specialists be conducted so that school personnel can be acquainted with the available services.

Decision

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

REPORTING FORM

Goal: To provide direct support to local schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional programs.

Objective A: By June of 1985, through the School Library Resources Program, High-Tech Science and Mathematics Information Banks will have been established and will have been in use in at least 80% of the library-media centers.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
a. Project Manager	Agreement	a. The head of the Division of Educational Technology was the project manager.
b. Project Coordinator	Agreement	b. The project coordinator was the Assistant Director of Library Services.
c. Secretary	Agreement	c. The secretary's time sheet was examined.
d. All DCPS library-media Specialists	Agreement	d. A list of all library-media specialist was examined.
e. Principals and staff members (math/science teachers in secondary schools, general and math/science resource elementary teachers) of DCPS Schools	Agreement	e. The roster is filed in the Chapter 2 office.

PART I (Continued)

INPUTS

INTENDED	STATUS	OBSERVED
f. Mathematics and science materials such as models, robotics (reprogrammable teaching manipulatives), computer software, films, filmstrips, videotapes, books, journals and catalogues.	Agreement	f. The project coordinator verified that materials are housed in each library-media center. Requisitions from the 1983-84 school year were examined.
g. Borrowers' cards indicating that the material is from the School Library Resources Program.	Agreement	g. The project coordinator verified that borrowers' cards are housed in each school.
h. Adequate materials and supplies.	Agreement	h. The project coordinator and a sample of library-media specialists verified that there were adequate materials and supplies.
i. Library-media specialists evaluation questionnaire.	Agreement	i. The library-media specialist evaluation questionnaires are filed in the Chapter 2 office. (See Appendix C)
j. Teacher evaluation questionnaire.	Agreement	j. The teacher evaluation questionnaires are filed in the Chapter 2 office. (See Appendix B)
k. Adequate space in library-media centers to set up banks.	Agreement	k. The project coordinator verified that there was adequate space in the library-media centers to set up the banks. Some library-media centers were observed and some of the library-media specialists were asked about their room. They have adequate space.

OBJECTIVE A

PART II

PROCESSES+

INTENDED	STATUS	OBSERVED
1.1 The coordinator of the School Library Resources project will notify the library-media specialists that banks are to be established and in use during the 1984-85 school year.	Agreement	1.1 Library-media specialists were notified last year of the establishment of banks as indicated in the 1983-84 final evaluation report. Meetings were held March 5-7, 1985 by the coordinator to monitor the use of the banks.
1.2 The library-media specialists will verify that materials have been received.	Agreement	1.2 The coordinator stated that most of the materials arrived at the end of last year.
1.3 The library-media specialists will highlight the new materials in the library-media centers.	Discrepancy	1.3 Verbal reports by a sample of library-media specialists indicated that many of them have not yet highlighted the new materials.
1.4 Library-Media specialists will complete an evaluation form on the establishment of the of the banks.	Agreement	1.4 Evaluation forms were distributed to the library-media specialists at the spring meetings held in May 1985.
2.1 The library-media specialists will compile and distribute to teachers a list of materials available in their High-Tech Mathematics and Science Information Banks, with a copy sent to the project coordinator.	Agreement	2.1 A sampling of library-media specialists indicated that they let teachers know about new materials.
+Processes numbered to correspond with outcomes		

OBJECTIVE A

PART II (Continued)

PROCESSES+

INTENDED	STATUS	OBSERVED
2.2 Library-media specialists and math/science resource teachers will plan an exhibit of available science and mathematics materials, and will submit the plan to the Coordinator of the School Library Resources project.	Discrepancy	2.2 A sample of library-media specialists indicated some have planned exhibits and others have not. (See Appendix D)
2.3 Library-media specialists will meet with teachers to discuss their Math-Science Bank and submit agendas of meetings to the project coordinator.	Discrepancy	2.3 A sample of library-media specialists indicated that some had discussed their banks with teachers and some had not.
2.4 Library-media specialists will encourage and record teacher usage of the Bank.	Agreement	2.4 A sample of library-media specialists indicated that they encouraged and recorded teacher use of library materials. This was done in a variety of ways (see Appendix B).
2.5 A random sampling of elementary school general teachers, math/science resource teachers and secondary school mathematics and science teachers will complete an evaluation form on their use of the bank.	Agreement	2.5 Forms were sent to 60 library-media specialists to be distributed to a total of 1,528 teachers.
+Processes numbered to correspond with outcomes		

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1985, descriptions of banks submitted to the ECIA Chapter 2 Evaluation Unit by the School Library Resources project coordinator, will show that High-Tech Science and Mathematics Information Banks in library-media centers have been established in at least 80% of the schools.	Discrepancy	1. Only 13 descriptions of High-Tech Science and Mathematics Information Banks in library-media centers were submitted to and/or examined by staff members of the ECIA Chapter 2 Evaluation Unit See Appendix D for sample of descriptions and the list of schools from which descriptions were received). On the library-media specialist questionnaire submitted by 81 respondents, (55.6%) reported that they have a special area in the library for the bank.
2. By June, 1985 an analysis of questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by library-media specialists, and by an sampling of teachers will show that High-Tech Science and Mathematics Information Banks are in use in at least 80% of the library-media centers.	Discrepancy	2. The majority of the library-media specialists (86.4%) indicated that teachers used the High-Tech Banks. Results also show that 82.7% of library-media specialists noted that teachers' use of the bank was in the average to high range with 3.7% stating that teachers used the bank very little. On the teacher questionnaires, 69.8% of the elementary school teachers reported that they were aware of the high-tech bank in their school. The results were lower for junior and senior high school

OBJECTIVE A
PART III (Continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
		2. (CONTINUED) teachers (47.1 and 28.8 percent respectively). Teachers also reported on their use of the bank as follows: Elementary - 49.7%; Junior High - 32.9%; Senior High - 20.3%. (See Appendixes B and C).

FINAL EVALUATION REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

REPORTING FORM

Goal: To provide direct support to local schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional programs.

Objective B: By June of 1985, the School Library Resources Program will have planned and initiated implementation of a video tape/instructional television library service in identified library-media centers.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
Inputs a through d are the same as in Objective A. Please see page 1.		
e. Regional Superintendents	Agreement	e. A list of names are filed in the project office.
f. Principals of the District of Columbia Public Schools.		f. A list of names are filed in the project office.
g. Advisory group composed of library-media specialists and other school staff	Agreement	g. A memorandum dated 10/19/84 listing the advisory group was examined by the evaluators.
h. Catalogues and other informational material on video software	Agreement	h. Catalogues and other materials were examined by the evaluators.
i. Adequate materials and supplies	Agreement	i. The project coordinator verified that there were adequate materials and supplies.

PART I
INPUTS (Continued)

INTENDED	STATUS	OBSERVED
j. Adequate space for workshops, meetings and planning	Agreement	j. Adequate space was observed by the evaluators and verified by the project coordinator.
k. Adequate space in library-media centers for video equipment and software	Agreement	k. Adequate space was observed by the evaluators and verified by the project coordinator.

OBJECTIVE B

PART II

PROCESSES+

INTENDED	STATUS	OBSERVED
1.1 The project coordinator will inform regional superintendents and principals of the new thrust of the project and requests their cooperation.	Discrepancy	1.1 The project coordinator planned to meet with the regional superintendents and principals when time and equipment constraints are alleviated.
1.2 The project coordinator will design and distribute an assessment instrument to determine which schools have operating videotape equipment with color monitors in the library-media centers.	Agreement	1.2 A memorandum dated 9/5/84 containing an assessment instrument was sent to secondary school library-media specialists.
1.3 The project coordinator will analyze the data from the surveys.	Agreement	1.3 The project coordinator verified the analysis of the data from the surveys and discussed the results with the evaluators.
1.4 The project coordinator and the project manager will establish criteria to determine participating schools.	Agreement	1.4 As shown in the multi-year plan all secondary schools were participants.
1.5 The project coordinator will prepare purchase orders for necessary video equipment.	Agreement	1.5 Requisitions dated 10/18/84 were examined that included Luxor cabinets, recorder players, 19" Panasonic CT, and recorders/players. Requisitions for software were also examined.
+Processes numbered to correspond with outcomes.		

OBJECTIVE B

PART II (Continued)

PROCESSES+

INTENDED	STATUS	OBSERVED
1.6 The advisory group will confer with the project coordinator to recommend software for purchase, consistent with established system-wide goals and objectives.	Agreement	1.6 Notes on the "Video Selection Committee" meetings were examined.
1.7 The project coordinator will prepare purchase orders for recommended software.	Agreement	1.7 Copies of purchase orders, which were submitted to the project manager for approval, were examined.
1.8 The project coordinator will prepare guidelines for use of equipment and materials.	Discrepancy	1.8 Guidelines have not been developed. The project coordinator decided to wait until September 1985, to prepare guidelines. Floaters signed by librarians were examined as evidence that equipment and materials had been ordered.
1.9 The project coordinator will conduct workshops to train participants in the use of the video equipment and software.	Discrepancy	1.9 A workshop was planned for May 30, 1985. However, the librarians did not have hands-on training due to the late arrival of the equipment.
2.1 Participants will acquaint the local school population of the available services and will notify the project coordinator of the manner in which this is to be done.	Discrepancy	2.1 Participants did not acquaint the local population with available services since guidelines had not been developed.
+Processes numbered to correspond with outcomes.		

OBJECTIVE B

PART II (Continued)

PROCESSES+

INTENDED	STATUS	OBSERVED
2.2 If the materials arrive before the end of the year, the library-media specialists will make the services available to clients.	Discrepancy	2.2 Materials did not arrive on time. By the end of the school year only 41 of the secondary schools had materials in their libraries.
2.3 The ECIA Evaluation Unit, with input from the project coordinator, will design an evaluation questionnaire for library-media specialists, to determine if the service has been initiated.	Agreement	2.3 The questionnaire was completed and is filed in the Chapter 2 office (See Appendix E).
2.4 The questionnaires, completed by participants, will be submitted to the Evaluation Unit by the project coordinator at the end of the project year.	Agreement	2.4 Questionnaires completed by secondary school library-media specialists are on file in the Chapter 2 office.
+Processes numbered to correspond with outcomes.		

OBJECTIVE B

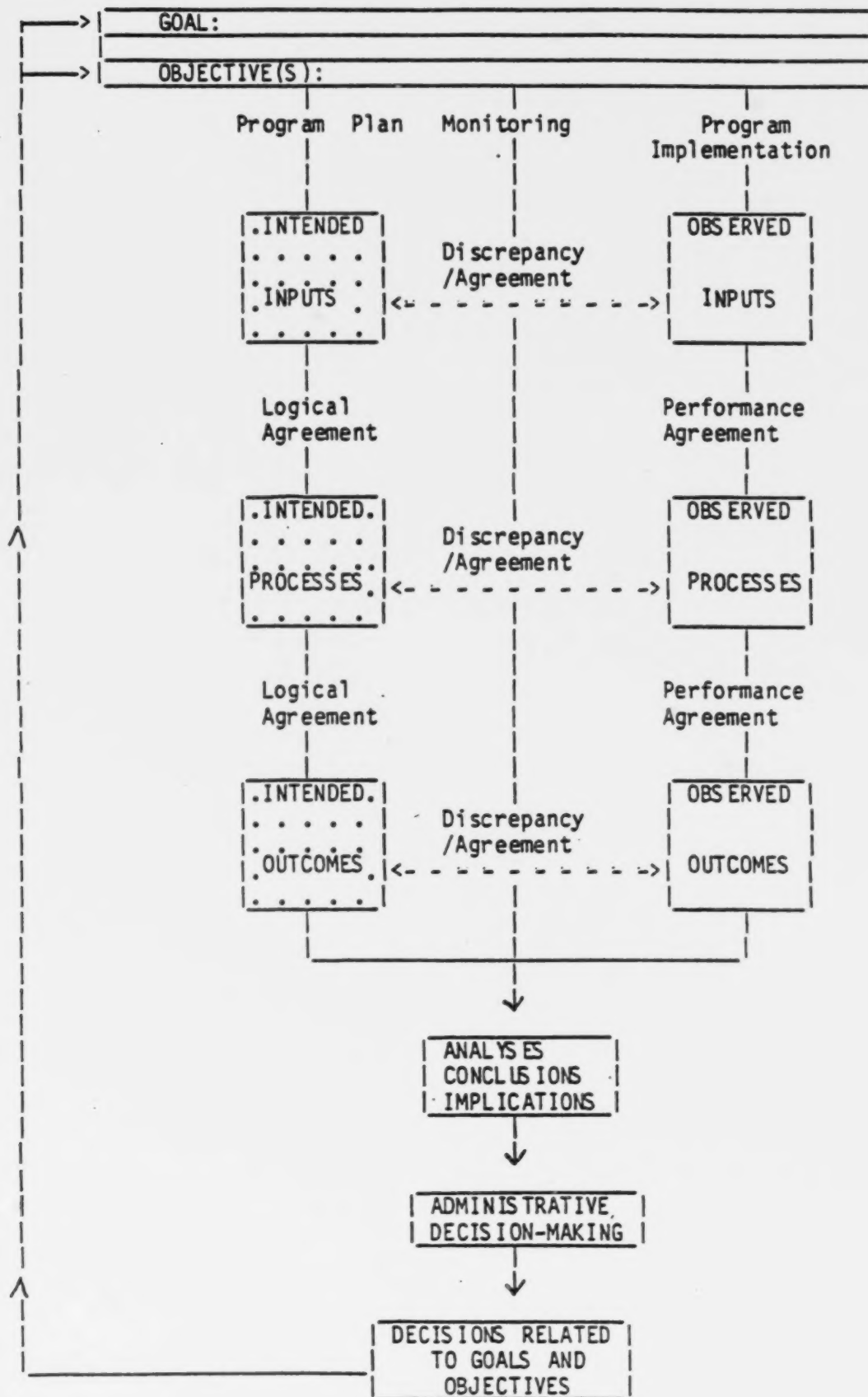
PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1985 a plan of action submitted to the ECIA Chapter 2 Evaluation Unit by the School Library Resources Program project coordinator will show that a video tape/ instructional television library service in identified library-media centers, has been planned.	Discrepancy	1. The project coordinator stated that a plan will not be developed until September 1985 when the remainder of the schools will have received the materials.
2. By June, 1985, records submitted to the ECIA Chapter 2 Evaluation Unit by the School Library Resources Project project coordinator will show that a video/tape instructional television library service in identified library-media centers, has been initiated.	Discrepancy	2. Service was not initiated since equipment and materials did not arrive until May, 1985. While 95% of the media school librarian specialists were aware of the planning for the program and 70% indicated that videotape equipment was received, they also indicated that software had not been received (90%) and 75% indicated that guidelines on use of the equipment and materials were not available. Thus, results showed that teachers and students in the schools did not use the Instructional Television Library service this year (85 and 90 percent, respectively) according to those library-media specialists who completed on evaluation form. (See Appendix E.)

APPENDIX A
EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

EVALUATION QUESTIONNAIRE RESULTS OF HIGH-TECH BANKS

ECIA Chapter 2
School Library Resources Program
School Library - Media Specialist Survey

Directions For Use:

Each School Library-Media Specialist should have a District of Columbia Public Schools general purpose answer sheet, a School Library-Media Specialists Survey form, and a No. 2 pencil with an eraser.

Respondents should complete the following information on the side of the answer sheet with the words "District of Columbia Public Schools":

School Code: Indicate your school code and darken the appropriate circles below.

Special Code: Indicate today's date using two numbers for the month, day and year. (Example, May 15, 1985 would be 051585). Darken the appropriate circles below.

Student Last Name
and Student First Name: We will use this section to record the School Library-Media Specialist's name. Indicate your first and last name and darken the appropriate circles below.

Leave all other sections blank on this side of the answer sheet. Make all marks within the boxes and the appropriate circles. Erase all mistakes clearly. Make no stray marks on the answer sheet.

Use the General Purpose side of the answer sheet to respond to the survey. Darken the appropriate response for each question. Be sure the numbers correspond to the numbers on the answer sheet. For example, if your answer to question 1 is C, your answer sheet should look like this:

	A	B	C	D	E
1	0	0	●	0	0

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
School Library Resources Program, ECIA Chapter 2
School Library-Media Specialists Survey, 1984-85

To help evaluate the effectiveness of ECIA Chapter 2 funding for the School Library Resources Program, please complete the following brief questionnaire using the attached General Purpose Answer Sheet and instructions.

Last year school Library-Media Specialists were asked to set up High-Tech Science and Mathematics Information Banks. Since many of the materials ordered did not arrive until the end of the school year, we were not able to meet our objectives last year. The project is being re-evaluated this year.

1. Approximately what percent of your new acquisitions last year (1983-84) were in the area of science and/or mathematics?
 - A. 0- 20%
 - B. 21 - 40%
 - C. 41 - 60%
 - D. 61 - 80%
 - E. 81 - 100%

2. Do you have a special area in the library for the bank?
 - A. Yes
 - B. No

Which of the following strategies have you employed to encourage the use of the bank?

Indicate: A = Yes B = No

- | | |
|------------------------------|------------------------------|
| 3. Announcements at meetings | 8. Newsletter |
| 4. Word-of-Mouth | 9. Displays |
| 5. Memos | 10. Workshops |
| 6. Flyers | 11. Special Projects |
| 7. Posters | 12. Other, not listed above. |
| | 13. None |

14. Please rate teachers' use of the bank.

- A. High Degree
- B. Average
- C. Very Little
- D. Not Applicable

15. Please rate teachers' use of the library-media center this year.

- A. More Than Last Year
- B. Same as Last Year
- C. Less Than Last Year

16. Please rate students' use of the library-media center this year,

- A. More Than Last Year
- B. Same as Last Year
- C. Less Than Last Year

SUMMARY OF LIBRARY-MEDIA SPECIALIST QUESTIONNAIRE
ON HIGH-TECH BANKS

N = 81

1. Approximately what percent of your new acquisitions (1984-85) were in the area of science?

0 - 20%		21 - 40%		41 - 60%		61 - 80%		81 - 100%		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%	#	%	#	%	#	%
31	38.3	15	18.5	7	8.6	11	13.6	13	16.0	4	4.9	81	99.9

2. Do you have a special area in the library for the bank?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
45	55.6	34	42.0	2	2.5	81	100.0

Which of the following strategies have you employed to encourage use of the bank?

	#	%
3. ANNOUNCEMENTS AT MEETINGS	63	77.8
4. WORD-OF-MOUTH	72	88.9
5. MEMOS	52	64.2
6. FLYERS	18	22.2
7. POSTERS	19	23.5
8. NEWSLETTER	39	48.1
9. DISPLAYS	67	82.7
10. WORKSHOPS	20	24.7
11. SPECIAL PROJECTS	41	50.6
12. OTHERS	25	30.9
13. NONE	6	7.4

14. Please rate teachers' use of the bank.

HIGH		AVERAGE		VERY LITTLE		NA		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%	#	%	#	%
18	22.2	49	60.5	3	3.7	6	7.4	5	6.2	81	100

15. Please rate teachers' use of the library-media center this year (as compared to last year).

MORE		SAME		LESS		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%	#	%
48	59.3	29	35.8	0	0.0	4	4.4	81	100.0

16. Please rate students' use of library-media center this year (as compared to last year).

MORE		SAME		LESS		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%	#	%
52	64.2	24	29.6	1	1.2	4	4.9	81	100.0

APPENDIX C

TEACHER EVALUATION QUESTIONNAIRE RESULTS OF HIGH-TECH BANKS



Office of the Superintendent

Division of Quality Assurance

415 12th Street, N.W. Washington, D.C. 20004

May 28, 1985

Memorandum to: Library-Media Specialists
of Selected Schools

Through: David Huie 
Director

From: Marcia McBeath, Director *MM*
ECIA Chapter 2 Evaluation Unit

Subject: Teacher Surveys

Your school has been randomly selected to help evaluate the ECIA Chapter 2 School Library Resources Program. Enclosed are surveys for teachers within your school. Please place one in each teacher's mailbox. All surveys are to be returned to you. After receiving the surveys please forward them to:

Division of Quality Assurance
Attention: Sheila D. Robinson
Presidential Building, 10th Floor
Route #1

Your assistance is greatly appreciated.

MM/vw

cc: Principals of Selected Schools;
Marie Harris, Coordinator
School Library Resources Program

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

School Library Resources Program, ECIA Chapter 2

Teacher Survey

Name of School _____ Date _____

In order to help evaluate the effectiveness of ECIA Chapter 2 funding for the School Library Resources Program, your school has been selected as part of a random sampling of schools to participate in completing a short teacher questionnaire. Please take a few minutes to answer the following questions and return the completed form to your library-media specialist. No names are needed. Thank you for your assistance.

Most of the school library-media centers have been setting up High-Tech Science and Mathematics Information Banks.

1. Have you been aware of such a bank in your school's library-media center?

Yes ☐ No ☐

2. Have you had the opportunity to use the bank? Yes ☐ No ☐

3. Please rate your use of the library-media center this year.

More Than Last Year Same as Last Year Less Than Last Year

☐

☐

☐

4. Please check in the first column all of the following types of materials that have been available in your library-media center. Please check in the second column all of the following types of materials from the center that you have used this year.

Materials	Available	Used
a. Audio-Visual Teaching aids Except Computers and TV		
b. Books and Related		
c. Computer Hardware and Software		
d. Non-Instructional Machines and Related Materials		
e. TV and Related		
f. Manipulatives		
g. Other (Please specify)		

5. Comments:

AFTER COMPLETING THIS FORM, PLEASE FOLD IT IN HALF, STAPLE IT, AND GIVE IT TO YOUR LIBRARY-MEDIA SPECIALIST.

1. Have you been aware of such a bank in your school's library-media center?

	ELEMENTARY		JUNIOR HIGH		SENIOR HIGH		TOTAL	
	#	%	#	%	#	%	#	%
YES	208	69.8	40	47.1	17	28.8	265	59.9
NO	86	28.9	43	50.6	41	69.5	170	38.5
N.R.	4	1.3	2	2.3	1	1.7	7	1.6
TOTAL	298	100.0	85	100.0	59	100.0	442	100.0

2. Have you had the opportunity to use the bank?

	ELEMENTARY		JUNIOR HIGH		SENIOR HIGH		TOTAL	
	#	%	#	%	#	%	#	%
YES	148	49.7	28	32.9	12	20.3	188	42.5
NO	132	44.3	52	61.2	44	74.6	228	51.6
N.R.	18	6.0	5	5.9	3	5.1	26	5.9
TOTAL	298	100.0	85	100.0	59	100.0	442	100.0

3. Please rate your use of the library-media center this year.

	MORE THAN LAST YEAR		SAME AS LAST YEAR		LESS THAN LAST YEAR		NO RESPONSE		TOTAL	
	#	%	#	%	#	%	#	%	#	%
ELEMENTARY	149	50.0	108	36.2	29	9.7	12	4.0	298	100.0
JUNIOR HIGH	26	30.6	43	50.6	15	17.6	1	1.2	85	100.0
SENIOR HIGH	24	40.7	24	40.7	7	11.9	4	6.8	59	100.0
TOTAL	199	45.0	175	39.6	51	11.5	17	3.8	442	99.9

4. Please check in the first column all of the following types of materials that have been available in your library-media center. Please check in the second column all of the following types of materials from the center that you have used this year.

ELEMENTARY

NUMBER AND PERCENT OF TEACHER RESPONSES

	AVAILABLE		USED		NO RESPONSE		TOTAL	
	#	%	#	%	#	%	#	%
A. AUDIO-VISUAL TEACHING AIDS EXCEPT COMPUTERS AND TELEVISION	252	48.1	215	41.0	57	10.9	524	100.0
B. BOOKS AND RELATED	249	46.0	240	44.4	52	9.6	541	100.0
C. COMPUTER HARDWARE AND SOFTWARE	74	22.4	28	8.5	228	69.1	330	100.0
D. NON-INSTRUCTIONAL MACHINES AND RELATED MATERIALS	165	38.9	123	29.0	136	32.1	424	100.0
E. TELEVISION AND RELATED	131	33.1	85	21.5	180	45.4	396	100.0
F. MANIPULATIVES	172	40.8	132	31.3	118	27.9	422	100.0
G. OTHER (PLEASE SPECIFY)	16	5.3	13	4.3	273	90.4	302	100.0

4. Please check in the first column all of the following types of materials that have been available in your library-media center. Please check in the second column all of the following types of materials from the center that you have used this year.

JUNIOR HIGH SCHOOLS

NUMBER AND PERCENT OF TEACHER RESPONSES

	AVAILABLE		USED		NO RESPONSE		TOTAL	
	#	%	#	%	#	%	#	%
A. AUDIO-VISUAL TEACHING AIDS EXCEPT COMPUTERS AND TELEVISION	69	50.4	58	42.3	10	7.3	137	100.0
B. BOOKS AND RELATED	77	49.4	74	47.4	5	3.2	156	100.0
C. COMPUTER HARDWARE AND SOFTWARE	17	17.7	12	12.5	67	69.8	96	100.0
D. NON-INSTRUCTIONAL MACHINES AND RELATED MATERIALS	41	35.6	31	27.0	43	37.4	115	99.9
E. TELEVISION AND RELATED	40	36.0	25	22.5	46	41.4	111	100.0
F. MANIPULATIVES	27	25.5	20	18.9	59	55.7	106	100.0
G. OTHER (PLEASE SPECIFY)	3	3.5	3	3.5	79	92.9	85	99.9

4. Please check in the first column all of the following types of materials that have been available in your library-media center. Please check in the second columns all of the following types of materials from the center that you have used this year.

SENIOR HIGH SCHOOLS

NUMBER AND PERCENT OF TEACHER RESPONSES

	AVAILABLE		USED		NO RESPONSE		TOTAL	
	#	%	#	%	#	%	#	%
A. AUDIO-VISUAL TEACHING AIDS EXCEPT COMPUTERS AND TELEVISION	36	46.7	24	31.2	17	22.1	77	100.0
B. BOOKS AND RELATED	38	44.2	37	43.0	11	12.8	86	100.0
C. COMPUTER HARDWARE AND SOFTWARE	11	18.3	6	10.0	43	71.7	60	100.0
D. NON-INSTRUCTIONAL MACHINES AND RELATED MATERIALS	28	41.8	14	20.9	25	37.3	67	100.0
E. TELEVISION AND RELATED	22	33.8	10	15.4	33	50.8	65	100.0
F. MANIPULATIVES	18	28.6	6	9.5	39	61.9	63	100.0
G. OTHER (PLEASE SPECIFY)	2	3.3	3	5.0	55	91.7	60	100.0

APPENDIX D

DESCRIPTIONS OF HIGH-TECH SCIENCE AND MATHEMATICS BANKS

DESCRIPTION OF HIGH-TECH SCIENCE AND MATHEMATICS BANKS IN SCHOOL LIBRARY
MEDIA CENTERS SUBMITTED TO THE ECIA CHAPTER 2 EVALUATION UNIT
SCHOOLS SUBMITTING INFORMATION

1. STEVENS
2. WILSON
3. GARNETT-PATTERSON
4. JANNEY
5. MCKINLEY
6. ROOSEVELT
7. CARDOZO
8. ANACOSTIA
9. WHITTIER
10. HARRISON
11. WOODSON
12. EMERY
13. DEAL

School Library

October 30, 1984 (original)
August 5, 1985 (retyped)

Dear Teachers,

We have new filmstrips in the library. They are:

Science Rock with guides

Interplanet Janet	filmstrip and cassette
Electricity Electricity	filmstrip and cassette
The Body Machine	filmstrip and cassette
The Energy Blues	filmstrip and cassette
Telegraph line	filmstrip and cassette
Do The Circulation	filmstrip and cassette
The Greatest Show On Earth	filmstrip and cassette
Them Not-So-Dry Bones	filmstrip and cassette
A Victim of Gravity	filmstrip and cassette

and The Wonder Of Numbers: Math Basics with 8 guides

Addition	filmstrip and cassette
Subtraction	filmstrip and cassette
Division	filmstrip and cassette
Fractions	filmstrip and cassette
Negative numbers	filmstrip and cassette
Place Value	filmstrip and cassette
Decimals	filmstrip and cassette
Multiplication	filmstrip and cassette

Sincerely yours,

August 6, 1985 (retyped)

ELEMENTARY SCHOOL

LIBRARY

MATH AND SCIENCE

BANK

Aliki. My five Senses, New York, Crowell, 01962.

Ames, Gerald. First Days of the World. New York, Harper, 01958.

Feravolo, Rocco. Junior Science Book Of Magnets, Champaign, Garrard.

Harris, Susan. Volcanoes. New York, Watts, 1979

Keen, Martin. The How And Why Wonder Book Of Science Experiments.
New York, Merrill.

Lindemann, Edward. Some Animals Are Very Small. New York, Whittlesey.

Podendorf, Illa. Animal Babies. Chicago, Childrens

Schneider, Herman. Science Fun For You In A Minute Or Two. New York.
McGraw.

Schuman, Benjamin. The Human Skeleton, New York, Atheneum.

Simon, Seymour. Animal Fact/Animal Fable. New York, Crown, 1979.

March 28, 1985

THIS LIST INCLUDES MATERIALS FROM THE HIGH-TECH SCIENCE & MATH INFORMATION BANK
referred to on attached sheet:

Dear Teachers,

Just a reminder that the High-Tech Science and Math Information Bank has been established and all materials that your department ordered, has arrived and are available for your use. Some items have not received much use and thus our reminder to you.

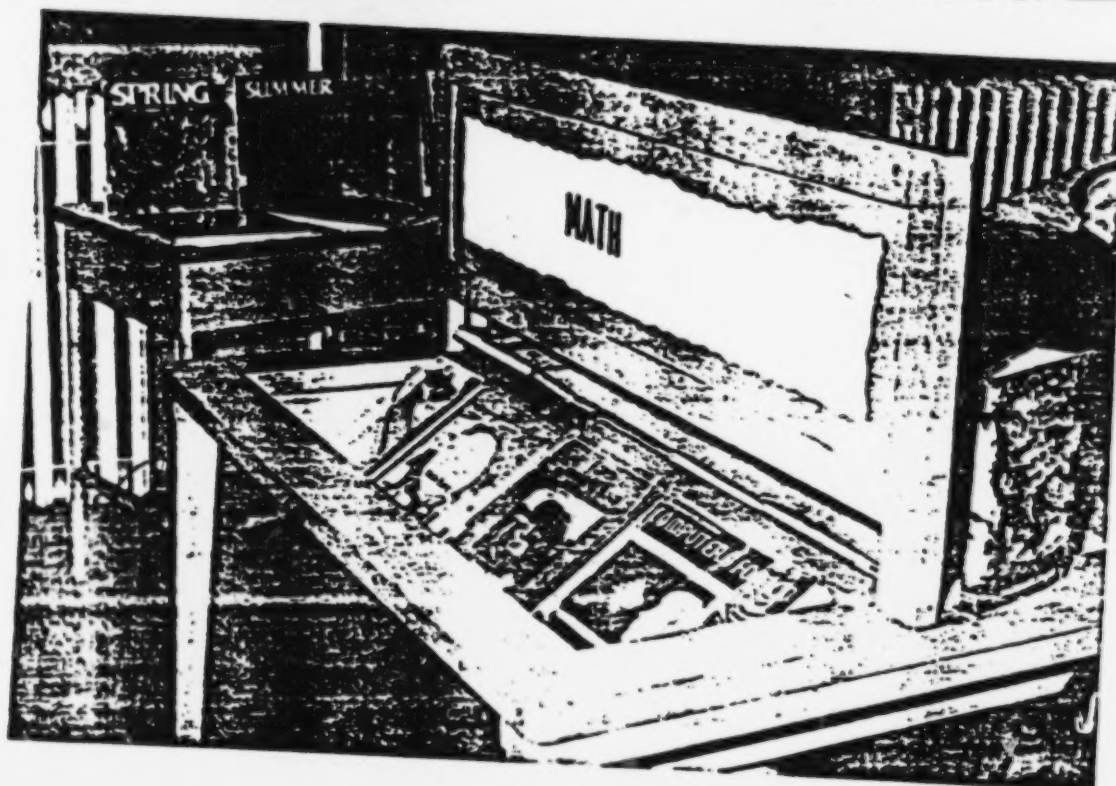
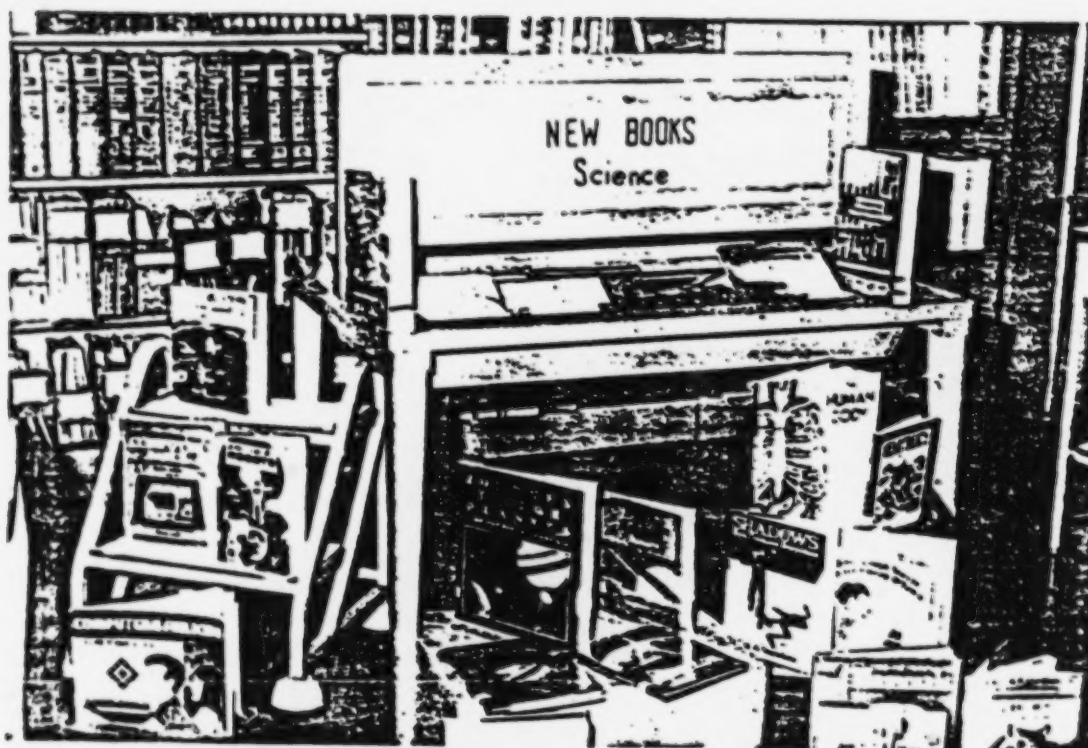
Below is a list of the items which have come in this past school year:

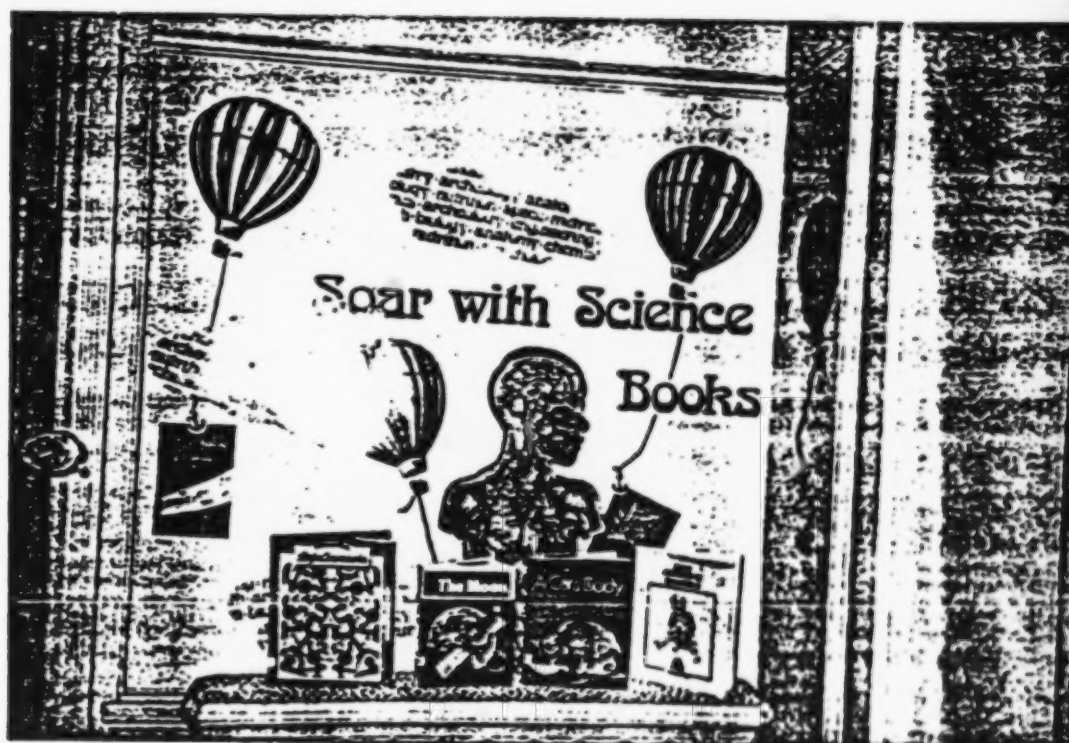
Binomial Cube
Pythagorean Theorem Demonstration Set
Book - Gentle Art of Math
Computer programs - Papermate; Bank Street Writer; Your
Body; Chemistry; Matter & Energy
New Book of Knowledge Encyclopedia
Transparencies - Invertebrates; Plants; Vertebrates
Machine - Dukane Sound filmstrip projector

Please remember there are many more slides, filmstrips, magazines and books available to you and your students as a basic part of this "Information Bank". You are urged to come down and browse.

Libr./Media Specialists

BOOK DISPLAY





APPENDIX E

SCHOOL LIBRARY-MEDIA SPECIALISTS QUESTIONNAIRE ON
INITIATION OF VIDEOTAPE/INSTRUCTIONAL TELEVISION LIBRARY SERVICE

School Library Resources Program
Library-Media Specialist Survey

Name of Library-Media Specialist Secondary School Date

1. Are you aware of the video tape Instructional Television Library Service program planned for the 1984-85 school year under the ECIA Chapter 2 School Library Resources Program?

☐ Yes ☐ No

- 2a. Has the necessary video tape equipment for the Instructional Television Library Service within your school been received, (i.e. tape machines, color monitors, etc.)?

☐ Yes ☐ No

b. If yes, what date was it installed? _____

c. If no, please indicate missing equipment. _____

- 3a. Is the equipment stored in the Library-Media Center?

☐ Yes ☐ No

b. If no where is it stored? _____

4. Has the software for the Instructional Television Library Service within your school been received?

☐ Yes ☐ No

5. Have the guidelines for the use of equipment and materials been received?

☐ Yes ☐ No

- 6.a. Did you attend the workshop(s) focusing on the use of video equipment and software?

☐ Yes ☐ No

b. If yes, how satisfied were you with the training you received?

Very Satisfied

Very Unsatisfied

5
☐

4
☐

3
☐

2
☐

1
☐

7. Were you notified on how the school population should be acquainted with the Instructional Television Library Service?

☐ Yes ☐ No

8. Did you acquaint the school population with the available services relating to the Instructional Television Library Service?

☐ Yes ☐ No

9. Did the teachers and other staff members in your school use the Instructional Television Library Service this year?

☐ Yes ☐ No

10. Did the students in your school use the Instructional Television Library Service this year?

☐ Yes ☐ No

11. Comments _____

N = 20

1. Are you aware of the videotape Instructional Television Library Service program planned for the 1984-85 school year under the ECIA Chapter 2 School Library Resources Program?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
19	95.0	1	5.0	0	0.0	20	100.0

- 2a. Has the necessary videotape equipment for the Instructional Television Library Service within your school been received, (i.e. tape machines, color monitors, etc.)?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
14	70.0	6	30.0	0	0.0	20	100.0

- 3a. Is the equipment stored in the Library-Media Center?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
12	60.0	5	25.0	3	15.0	20	100.0

4. Has the software for the Instructional Television Library Service within your school been received?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
0	0.0	18	90.0	2	10.0	20	100.0

5. Have the guidelines for the use of equipment and materials been received?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
3	15.0	15	75.0	2	10.0	20	100.0

- 6.a. Did you attend the Workshop(s) focusing on the use of video equipment and software?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
13	65.0	6	30.0	1	5.0	20	100.0

b. If yes, how satisfied were you with the training you received?

VERY SATISFIED						VERY UN-SATISFIED				NO RESPONSE		TOTAL	
5		4		3		2		1					
#	%	#	%	#	%	#	%	#	%	#	%	#	%
6	30.0	3	15.0	3	15.0	1	5.0	0	0.0	7	35.0	20	100.0

7. Were you notified on how the school population should be acquainted with the Instructional Television Library Services?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
7	35.0	11	55.0	2	10.0	20	100.0

8. Did you acquaint the school population with the available services relating to the Instructional Television Library Service?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
6	30.0	12	60.0	2	10.0	20	100.0

9. Did the teachers and other staff members in your school use the Instructional Television Library Service this year?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
1	5.0	17	85.0	2	10.0	20	100.0

10. Did the students in your school use the Instructional Television Library Service this year?

YES		NO		NO RESPONSE		TOTAL	
#	%	#	%	#	%	#	%
0	0.0	18	90.0	2	10.0	20	100.0